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ABSTRACT

The College Assistance Program (CAP) in the Dade County (Florida) Public Schools was established in 1977 to encourage and assist the efforts of high school seniors to pursue post-secondary education. This evaluation of CAP was designed to examine the extent to which the program was meeting its goals and providing a worthwhile service. The evaluation was conducted by means of: (1) survey instruments distributed to administrators and guidance personnel, (2) interviews with administrators, guidance personnel, and students, (3) data collected by the Office of Student Support Programs, and (4) data supplied by the College Admissions Services Office. The overall perceptions of administrators and guidance personnel about CAP were positive. Data from students who graduated from 1976 through 1980 showed a slight increase in percentage stating they received adequate information regarding college admissions, with a larger increase occuring after CAP's inception. There was a widely perceived need by administrators and guidance personnel to have CAP advisors available in most schools on a full-time, five days a week basis, and to have advisors spend more time with students in lower grades. CAP, Inc., has increased the amount of funds it had available for scholarships since the early days of the program. Appendices contain the College Assistance Program Survey and the Student Interview questionnaire. (LMO)

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EVALUATION OF THE COLLEGE ASSISTANCE PROGRAM

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PREFACE

Three studies (Evaluation of the DCPS Secondary Guidance Program, Evaluation of the Occupational Specialist and Placement Specialist Program and the present study) were conducted in response to a request for an evaluation of the Secondary Guidance and Occupational Specialist Program. Although interrelated, secondary guidance and occupational/placement specialist services are two distinct services within the District's overall Student Services Program. An adjunct of the guidance program, the College Assistance Program also differs in its goals and types of services. Evaluations of these programs appear under separate cover. Separate presentations are given for the following reasons: (1) the guidance and occupational specialist services are given distinct classifications within student services state statute; (2) the goals of the programs differ in nature and specificity of expected outcomes; (3) school personnel who provide the two services have been assigned different roles and responsibilities; and (4) the lines of authority for management of the services within the District are not equivalent.

EXECUTIVE SUMMARY

The College Assistance Program (CAP), a component of the College Admissions Services Office, was established in 1977 to encourage and assist the efforts of high school seniors to pursue post-secondary education. CAP advisors were assigned to provide assistance to students seeking 1) financial aid, 2) information about colleges and entrance examinations, and 3) help filling out applications. A second phase of the program was to establish a scholarship fund, administered by CAP, Inc., for needy students whose post-secondary education financial aid packages were insufficient.

In the 1977-1978 school year, CAP was initiated on a limited basis. Currently, there are 35 part-time CAP advisors in the 24 senior high schools in Dade County, allotted in proportion to the size of the senior class.

The evaluation of CAP was designed to examine the extent to which the program was 1) meeting its goals and 2) providing a worthwhile service. The evaluation was conducted by means of 1) survey instruments distributed to administrators and guidance personnel in the senior high schools, 2) interviews with administrators, guidance personnel, and students, 3) data collected for The Placement and Follow-up Reports by the Office of Student Support Programs, and 4) data supplied by the College Admissions Services Office. In some cases potential influencing factors were not well controlled, so caution must be taken in inferring that the changes found were a result of CAP.

This investigation sought to answer the following evaluation questions.

1. What are administrators' and guidance personnel's perceptions regarding the contribution and effectiveness of CAP activities in the guidance program?

2. What are the perceptions of school personnel regarding needed program changes?

3. How has CAP impacted on:
   A. the level of student knowledge regarding college admissions, scholarships/financial aid, and admissions testing?
   B. the number of students receiving scholarships/financial aid?
   C. the number of students attaining post-secondary education?
   D. the availability of individual assistance in college planning?

4. Are CAP, Inc. scholarships being distributed to needy students?

5. Has there been improvement in the fund-raising capability of CAP, Inc.?

Results

A. The overall perceptions of administrators and guidance personnel about CAP were very positive. Most rated the program as very effective and efficient, a successful program. Data from students who graduated from 1976 through 1980[1] showed a slight increase in the percentage stating they received adequate information regarding college admissions before CAP began, with a larger increase occurring after CAP's inception. The

[1]Data from The Placement and Follow-up Reports were not available for years subsequent to 1980.

years prior to CAP did not reveal any increase in information about financial aid, but there was a definite improvement in this area after CAP began. The interview data on the seniors of 1984 indicated that an even larger percentage than in 1980 felt they received sufficient information in general. An increase was also seen regarding financial aid. Despite these gains, 25% of those interviewed, including juniors, responded that they had not received enough information about financial aid. Academically higher level seniors reported receiving the most information from CAP and were the group most satisfied with its services. Very few juniors reported that they had received the information they believed they needed. There appeared to be an increase in the number of students receiving scholarships and financial aid beginning with the first year of CAP and continuing over the subsequent year. Since 1976, the first year for which data were available, there has been a trend towards increasing percentages of students attaining post-secondary education. This growth seemed to be slightly more pronounced after CAP began. More noticeable was the increased percentages of full-time students, which began the year CAP was implemented.

B. There was a widely perceived need by administrators and guidance personnel to have CAP advisors available in most schools on a full-time, five days a week basis. In conjunction with this was the frequently mentioned remark that advisors should spend more time with students in the tenth and eleventh grades, and even begin some preliminary work at the junior high level in the form of assemblies. It was stressed that none of this should be at the expense of spending less time with the twelfth grade students. Another frequent suggestion was to have advisors engage in more outreach and publicity activities because many students who could benefit from the program's services were not sufficiently aware of CAP and/or were reluctant to seek out its services on their own initiative. Other recommendations for change included increasing advisors' salaries and providing offices with more space and privacy. Students echoed the needs outlined by the administrators and guidance personnel. They particularly emphasized a desire to increase the accessibility of the advisors through having them available five days a week and through outreach activities.

C. CAP, Inc. has increased the amount of funds it had available for scholarships since the early years of the program, although there was no increase for 1984. This money has been distributed to needy students according to records from the program. Interviews with CAP advisors reflect some inconsistency in the manner in which they recommend students for consideration for these awards, with some advisors excluding students applying to two-year colleges.

RECOMMENDATIONS

1. Increase funding to CAP to provide full-time, five days a week coverage in those schools that need extended service time.

2. Initiate a review of the classification of the CAP advisor position.

3. Increase the outreach and publicity activities of the CAP advisors to encourage wider student knowledge and use of CAP.

4. Encourage CAP advisors to begin more intensive work with students earlier in the eleventh grade.

5. Encourage CAP advisors to conduct assemblies for junior high students to increase their awareness of post-secondary education possibilities and facilitate better course planning.

6. Clarify the eligibility requirements for the CAP, Inc. scholarships with the advisors to insure an equitable distribution of funds.

7. Review current training procedures to ascertain whether they adequately inform new advisors.

8. Provide adequate office space and privacy for all CAP advisors.

INTRODUCTION

The College Assistance Program (CAP), a component of the College Admissions Services Office and an adjunct of the Secondary Guidance Program, was established in 1977 to encourage and assist the efforts of high school seniors to pursue post-secondary education. The program was designed to aid students seeking financial aid, learning about colleges, and making applications for college admissions and entrance examinations. CAP advisors were assigned to provide personal assistance in each of these areas. A second phase of the program was to establish a scholarship fund, administered by CAP, Inc., to provide money for needy students whose post-secondary education financial aid packages were insufficient. Responsibility for identifying appropriate students was assigned to CAP.

In the 1977-1978 school year, CAP was initiated on a limited basis with advisors assigned to ten senior high schools. The following year, advisors were placed in all senior high schools. Currently, there are 35 part-time CAP advisors in the 24 senior high schools in Dade County, allotted in proportion to the size of the senior class. Along with help in college admissions, assistance is now provided for students desiring to attend vocational and technical training institutes. At some schools, CAP advisors have become involved in post-secondary educational pre-planning with students ranging down to the ninth grade. Workshops and assistance for parents are also available. All CAP advisors are supervised on the county level by the Coordinator of the College Admissions Services. At the school location, the advisors are supervised by the Assistant Principal for Student Services.

The general goals of CAP are to:

1. Increase the number of students attaining a post-secondary education.
2. Increase the number of students receiving scholarship/financial aid money.

The specific goals of CAP are to:

1. Increase the amount and quality of information and the level of student knowledge re: admission for post-secondary education.
2. Increase the amount and quality of information and the level of student knowledge re: scholarships/financial aid.
3. Increase the amount and quality of information and the level of student knowledge re: testing for post-secondary education admissions and scholarships.
4. Provide individual assistance to students and their parents to 1) disseminate specific information and 2) aid in the completion of admissions, scholarship/financial aid and test applications.
5. Identify needy students whose financial aid packages are insufficient.
6. Improve the fund-raising capability of CAP, Inc.

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DESCRIPTION OF THE EVALUATION

This evaluation was designed to examine the extent to which CAP was 1) meeting its goals and 2) providing a worthwhile service. Using the data sources described below, this investigation sought to answer the following evaluation questions.

1. What are administrators' and guidance personnel's perceptions regarding the contribution and effectiveness of the CAP activities in the guidance program?

A survey instrument was prepared for response by CAP advisors, guidance chairpersons, counselors, and assistant principals with responsibility for guidance (see Appendix A). The aim of the survey was to have respondents rate the quality of progress toward the program goals and the program's effectiveness. This instrument was sent to all Dade County senior high schools for distribution to the assistant principal with responsibility for guidance, the guidance chairperson, one counselor, and one CAP advisor at each school during December, 1983.

2. What are the perceptions of school personnel (CAP advisors, counselors, administrators) regarding needed program changes?

Respondents to the above-mentioned survey were also asked to report, by remarks and comments, aspects of the program which they thought were in need of modification.

3. How has CAP impacted on:

   A. the level of student knowledge regarding college admissions, scholarships/financial aid, and admissions testing?

   B. the number of students receiving scholarships/financial aid?

   C. the number of students attaining post-secondary education?

   D. the availability of individual assistance in college planning?

Data were collected from several sources to answer these questions. First, student interviews were targeted to assess the experience and opinions of senior class students who, at the time of the interview, should have been fully experiencing the program treatment, and the junior class students who should have had at least a formal initial exposure to CAP in one of their classes. Questions were raised about specific types of information received, the impact of CAP on their post-secondary educational plans, and the quality of help received (see Appendix B). Three students were randomly selected from each of eight randomly selected senior high schools. Those chosen from each school were one junior class student, one senior class student likely to be college-bound (defined by attaining stanine scores equal to or greater than 8), and one student chosen at random from the entire senior class. These interviews were conducted from March through May, 1984. Second, statistics were obtained from The Placement and Follow-up Reports by the Office of Student Support Programs, the College Admissions Services Office, and CAP advisors regarding the services delivered by CAP since its inception and the areas of potential impact. Where appropriate, these statistics were analyzed to determine if significant positive changes had occurred in these areas since CAP was instituted in the senior high schools.

4. Are CAP, Inc. scholarships being distributed to needy students?

Data on the identification and distribution of CAP, Inc. scholarships were obtained from the College Admissions Services Office. In addition, CAP advisors at thirteen randomly selected schools were interviewed regarding their role in the identification of students for these scholarships.

5. Has there been improvement in the fund-raising capability of CAP, Inc.? The College Admissions Services Office supplied the amount of money collected by CAP, Inc. over the years of its experience.

In addition to these data collection activities, CAP advisors and guidance personnel at thirteen randomly selected schools were interviewed to clarify responses to some survey items and to obtain more in-depth perceptions regarding CAP and the services it delivers. Interviews were conducted from March through May, 1984.

RESULTS

The results of the evaluation of CAP are presented in answer to the evaluation questions posed. It is important to note that much of the data are post-hoc in nature; that is, it is information collected after the program was implemented and without controlling for other influencing factors. As such, it cannot be used to infer a causal relationship between CAP and those particular areas examined. Of the 96 surveys dispatched, 72 were returned (15 from assistant principals, 19 from guidance chairpersons, 19 from counselors, and 19 from CAP advisors). This is a total response rate of 75 %.

Administrators' and Guidance Personnel's Perceptions Regarding the Contribution and Effectiveness of the CAP Activities in the Guidance Program

Almost all (94%) of those surveyed responded positively to a question asking if the CAP advisors' activities facilitated the achievement of CAP goals. Only one counselor disagreed and one CAP advisor was uncertain (see Table 1). On another item, CAP received ratings of "extremely" and "very" successful in its effectiveness and efficiency by 83.6% of the respondents. Only two assistant principals thought that the program "need(ed) improvement". Of all those surveyed, another 8% rated the program as "satisfactory." No CAP advisor gave a rating of less than "very successful" (see Table 2). All administrators and guidance personnel interviewed (n=34), with the exception of one administrator and one counselor, stated that the program was very valuable and made a worthwhile contribution to their school. The other two thought that the work of the CAP advisor could and should be handled by counselors.

Administrators' and Guidance Personnel's Perceptions of Needed Program Changes

Several survey questions, along with the comments section and the interviews, addressed the need for changes in CAP. Answers to several survey questions were somewhat contradictory, perhaps reflecting some ambiguity in the wording of the questions. In one case, respondents were divided as to whether the allocation of resources to CAP was sufficient. Approximately half did not believe the allocation was sufficient, while 43% thought they were adequate. However, to a subsequent question, 70% of those surveyed responded that additional resources were needed for CAP to be successful. Responses tended to be very similar for all groups, with CAP advisors and assistant principals most strongly indicating a need for increased resources for the program.

Answers to two other survey questions showed that while only 44% of the respondents disagreed with a statement that improvements or changes were not needed in CAP, 72% responded positively when asked if CAP should be expanded. Guidance chairpersons had the highest rate of responding that changes were unnecessary (63%). The majority of them (64%) favored expansion. Due to some ambiguity regarding these questions and responses, interviews were used to provide further clarity.

All persons interviewed, with the exception of one administrator and one counselor, stated that CAP should be a full-time program with advisors available to students five days a week. Sixty-six percent of the survey respondents also wrote in comments voicing the need for increased service time. Other frequent suggestions were that eleventh grade students should be seen earlier in the year (35% of interviewees), more time should be spent with

TABLE 1

The Major Activities of the CAP Advisor Facilitate the Achievement of the Program's Goals

Response	Assistant Principal (N=16)	Guidance Chairperson (N=19)	CAP Advisor (N=19)	Counselor (N=19)	Total (N=73)
	%	%	%	%	%
Agree	87.5	89.5	90	90	89
Tend to Agree	12.5	0	5	5	7
In Between	0	0	5	0	1
Tend to Disagree	0	0	0	0	0
Disagree	0	0	0	5	1
Don't Know	0	10.5	0	0	2

TABLE 2

Ratings of the Overall Effectiveness and Efficiency of CAP

Rating	Assistant Principal (N=15)	Guidance Chairperson (N=19)	CAP* Advisor (N=19)	Counselor (N=19)	Total (N=73)
	%	%	%	%	%
Extremely Successful	37.50	58.0	75.0	55.0	57.0
Very Successful	31.25	31.50	15.0	30.0	26.5
Satisfactory	12.50	5.25	0	15.0	8.0
Needs Improvement	12.50	0	0	0	2.5
Falls Short of Requirements	0	0	0	0	0
Do Not Know	6.25	5.25	5	0	4.0

* One response missing.

tenth grade students (33% of interviewees), and assemblies should be held for seventh, eighth, and ninth grade students to increase their awareness of post-secondary education possibilities and to facilitate better course planning. CAP advisors who were interviewed uniformly stated a desire for more advisor hours in most schools so that the needs of students could be adequately met. They stated that it was not possible to disseminate as much information as they thought they should to students in grades 9, 10, and 11 so that these students could prepare well for their future post-secondary education plans. In some schools it was not possible for the advisor to meet with all of the seniors individually. A few schools even used their own money to fund additional CAP time because they saw it as such an important need. Another comment by some administrators and guidance chairpersons was that CAP advisors spent too much time away from their schools at the beginning of the year, a time when their services are much needed. This, too, seems to be related to the desire for more service time. Many of the guidance personnel interviewed, including CAP advisors, stated that the needs of each individual school should be taken into account when allocating advisors. They stressed not only the size of the senior class, which is the current criterion, but also other characteristics of the student body which would affect the amount of service time needed at each school. Some of the characteristics mentioned included the level of parental support for higher education and the extent to which the student population was college oriented; however, there was little consensus on which should be the criteria.

Approximately 35% of all those surveyed and interviewed, with the exception of assistant principals, remarked that the salary for CAP advisors was much too low and should be increased. They felt that the advisors were competent people working in a professional role, but being paid at a much lower rate. Another area of concern was that of outreach and publicity. These comments came primarily from counselors and guidance chairpersons, and was also mentioned frequently by students. It was felt that many students were not sufficiently aware of the program and the services it had to offer. The other aspect was that many students who could benefit from CAP's services e.g., low achieving, minority, and foreign students, need the advisor to reach out to them because they tend to be reluctant to seek out the program's services on their own initiative.

Most CAP advisors and school staff felt that the training for the program was adequate. However, several of the advisors who joined the program in the last two years believed that their training was not as comprehensive as was the training in the earlier years of the program. They, in addition to a few others, expressed a desire for more in-depth training. Two principals also made similar comments. Other recommendations included having after-school hours, having advisors available during student lunch hours, and conducting more workshops on choosing colleges and financial aid. Finally, twenty percent of those surveyed remarked that more office space and privacy were required.

In summary, there is a widely perceived need to have CAP advisors available in most schools on a full-time, five days a week basis. In conjunction with this is the frequently mentioned remark that advisors should spend more time with students in the tenth and eleventh grades and even begin some preliminary work at the junior high level in the form of assemblies. Other suggestions for change included having advisors engage in more outreach activities, increasing salaries for advisors, and providing more space and privacy.

CAP's Impact on the Level of Student Knowledge Regarding College Admissions, Scholarships/Financial Aid, and Admissions Testing

Data from The Placement and Follow-up Reports permit a comparison of the two, and in some cases, three years prior to the implementation of CAP with the first three years of the program. It is important to note that during the first year, 1977-1978, the program was operating in only ten schools. Unfortunately, reports from classes graduated after 1980 are not yet available. The reader is cautioned that as this was not data from recent years, it may not accurately reflect the current status of the program. However, no major changes in the implementation of the program have been made since the last year for which information is available. Also, this is post hoc data and differences from before and after CAP began may be the result of many factors, not merely CAP.

Relevant to the area of student knowledge, graduates were asked if they had received adequate information about applying for college admissions. There was a slight increase in the percent of respondents stating that they had received adequate information in the two years prior to CAP, from 65.6% to 67.4%. This trend continued with an even greater increase of 6% for the first year of the program. In 1980, there was another small increase resulting in a total of 75.2% responding that they had received adequate information regarding college admissions (see Figure 1). In 1976, 57.3% of the graduates felt they received adequate information about obtaining financial aid. This figure increased to 65.1% in 1980, with all of the gains occurring after CAP began (see Figure 2).

Interviews with a small sample of students from the senior class of 1984 provide some current data on student knowledge. Eighty percent responded that, in general, they received sufficient information from CAP. When questioned specifically about financial aid knowledge, 75% stated that they were adequately informed. This is an increase of 10% over the 1980 figures. Even with this improvement, 25% of seniors about to graduate, a significant proportion, felt they lacked the knowledge they needed regarding financial aid. The area of financial aid is stressed as this is the major focus of assistance offered by CAP. When comparisons were made between the different groups of students interviewed i.e, academically high level juniors and seniors, and seniors chosen randomly from the entire class, it was found that there was a distinct difference among them. All the high level seniors responded that they were sufficiently informed. This finding may in part have been a result of a practice of many CAP advisors of offering assistance to the highest level seniors before all others. When questioned about the CAP, Inc. scholarships, only one student interviewed, a senior, reported ever having heard of the program. Of those students with intentions of continuing their education after high school, 66% thought they had received sufficient information in general from CAP. While most seniors were satisfied with the amount of information received, two-thirds of the juniors responded that they needed more information.

Of those students who reported any amount of experience with CAP's services, 75% stated that information was given in enough time to meet deadlines. Seniors with stanine scores equal to or greater than 8 had the highest rate of dissatisfaction (40%) with this aspect of CAP. This group complained that information on testing and scholarships was often given after it was too late to make a difference.

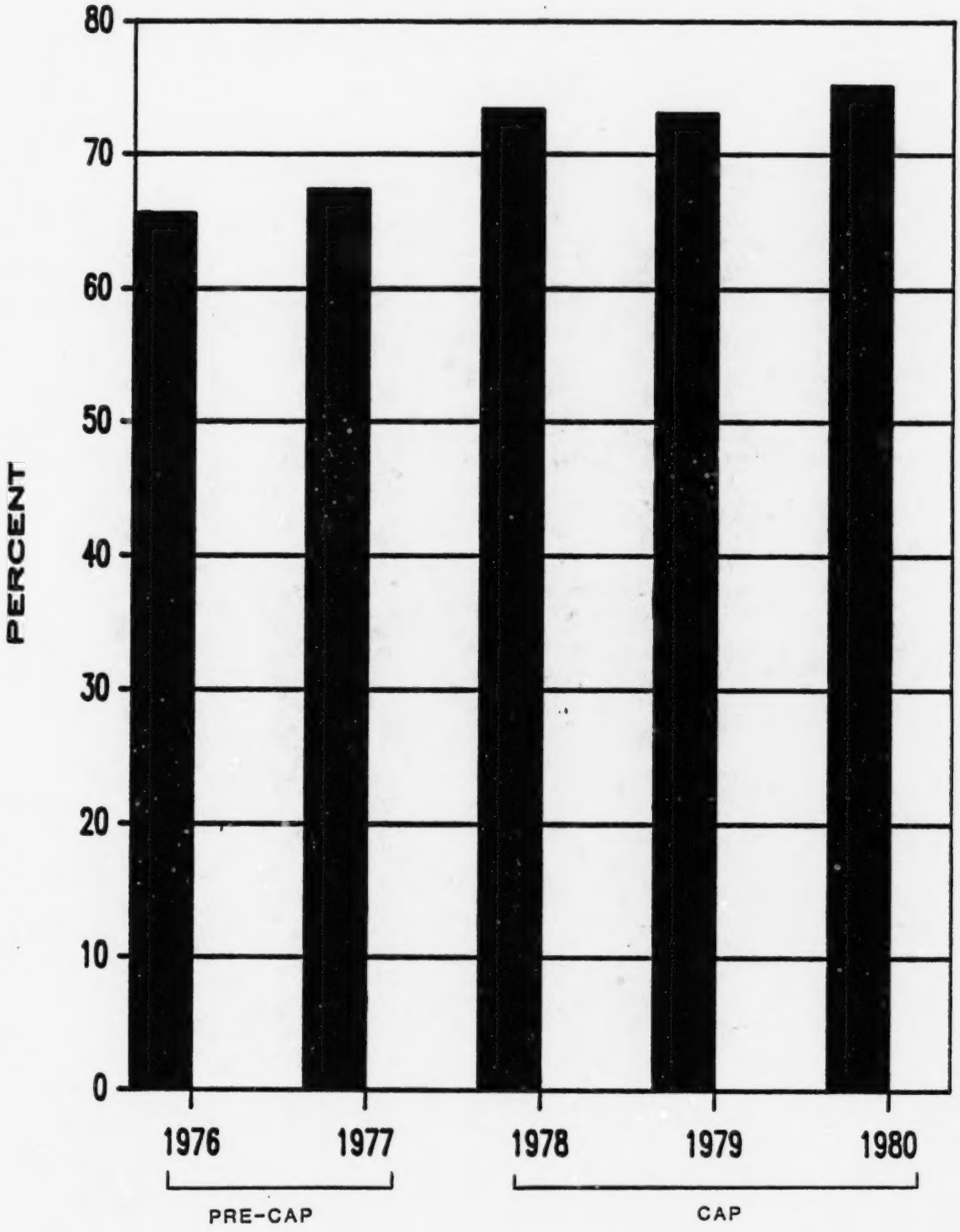


Figure 1 RECEIVED ADEQUATE INFORMATION ABOUT COLLEGE ADMISSIONS

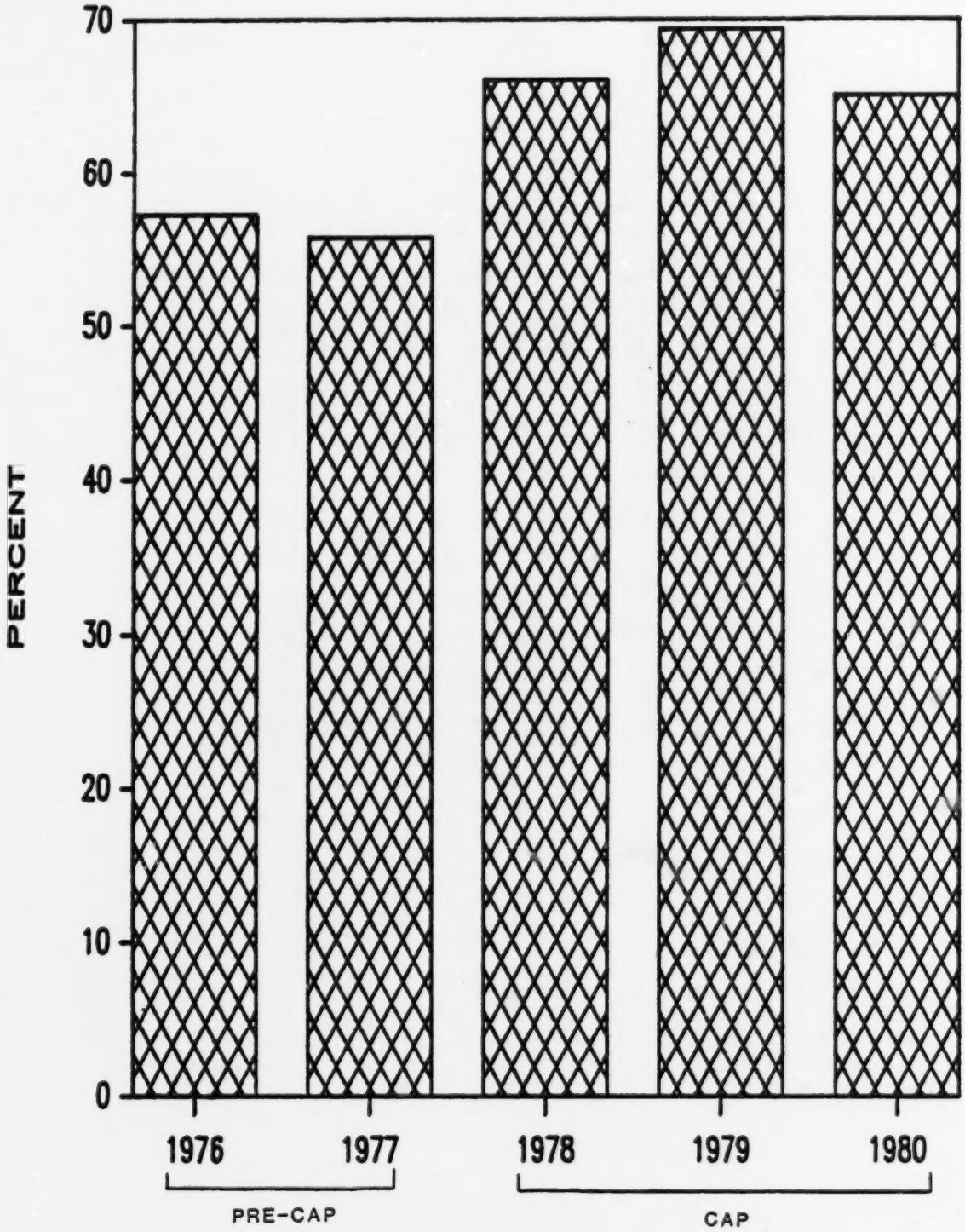


Figure 2 RECEIVED ADEQUATE INFORMATION ABOUT APPLYING FOR FINANCIAL AID

Most students made use of multiple sources in obtaining their knowledge about post-secondary education, including financial aid aspects. CAP was the most frequently cited source for all students (66%), with counselors and peers being the next most frequent (33% each). CAP was a relatively more important source for seniors than for juniors. For juniors, teachers and counselors (each used by 50%) were of approximately the same importance as the CAP advisor. Information sources shifted from the junior to the senior year with slightly more emphasis on CAP, less on counselors, and no reports of using teachers by the seniors. Peers, family and literature searches by the student were also rated as important aids.

In summary, data from students who graduated from 1976 through 1980 showed a slight increase in the percentage of students stating they received adequate information regarding college admissions before CAP began with a larger increase occurring after CAP's inception. The years prior to CAP did not reveal any increase in information about financial aid, but there was a definite improvement in this area after CAP began. The interview data on the seniors of 1984 indicate that an even larger percentage felt they received sufficient information in general. An increase also was seen regarding financial aid. Despite these gains, 25% of those interviewed, including juniors, responded that they had not received enough information about financial aid. Academically high level seniors reported being the best informed, while seniors chosen at random were less satisfied with the amount of information they had received; and all juniors, but one, stated they did not have the amount of information they thought they needed. Only one student of all those interviewed had even heard about the CAP, Inc. scholarships. It was found that most students made use of multiple information sources, with increased reliance on CAP and less on teachers and counselors by the seniors as compared to the juniors.

CAP's Impact on the Number of Students Receiving Scholarships/Financial Aid

Data from two sources, The Placement and Follow-up Reports and the College Admissions Services Office, provided information regarding changes in scholarships/financial aid from 1976 to 1983. According to the former source, from 1976 to 1977, the years prior to CAP, there was a decrease in the percentage of students reporting having received a scholarship or financial aid. Beginning in 1978, the first year of the program, and continuing through 1980, there were yearly increases in students receiving such awards. In the years before CAP, an average of 31.5% of the graduates reported receiving some type of financial assistance. This average increased by ten percent to 41.6% for the first three years of CAP's operation. In 1980, 45.3% of those graduates surveyed reported they had received a scholarship or financial aid (see Figure 3). The data from the College Admissions Services Office was less reliable as it was based on estimates and the method of data collection changed through the years. This information indicated that 1,758 of those students who graduated in 1979 received some form of financial assistance for a total of $3,607,444. This was probably an underestimate as it was based on the older data collection method. Information on the seniors of 1981 showed that 6,225 of them received scholarships or financial aid for a total of $13,155,500. An estimated 6,909 of the graduating class of 1983 received assistance for a total of $13,485,697. (See Figures 4 and 5). It was not appropriate to compare these last two years to 1979 as the method of data collection had been improved during these latter years. The data from both sources indicated an increase in students receiving scholarships and financial aid, however, it was not possible to determine how much of this change was the result of CAP or other factors.

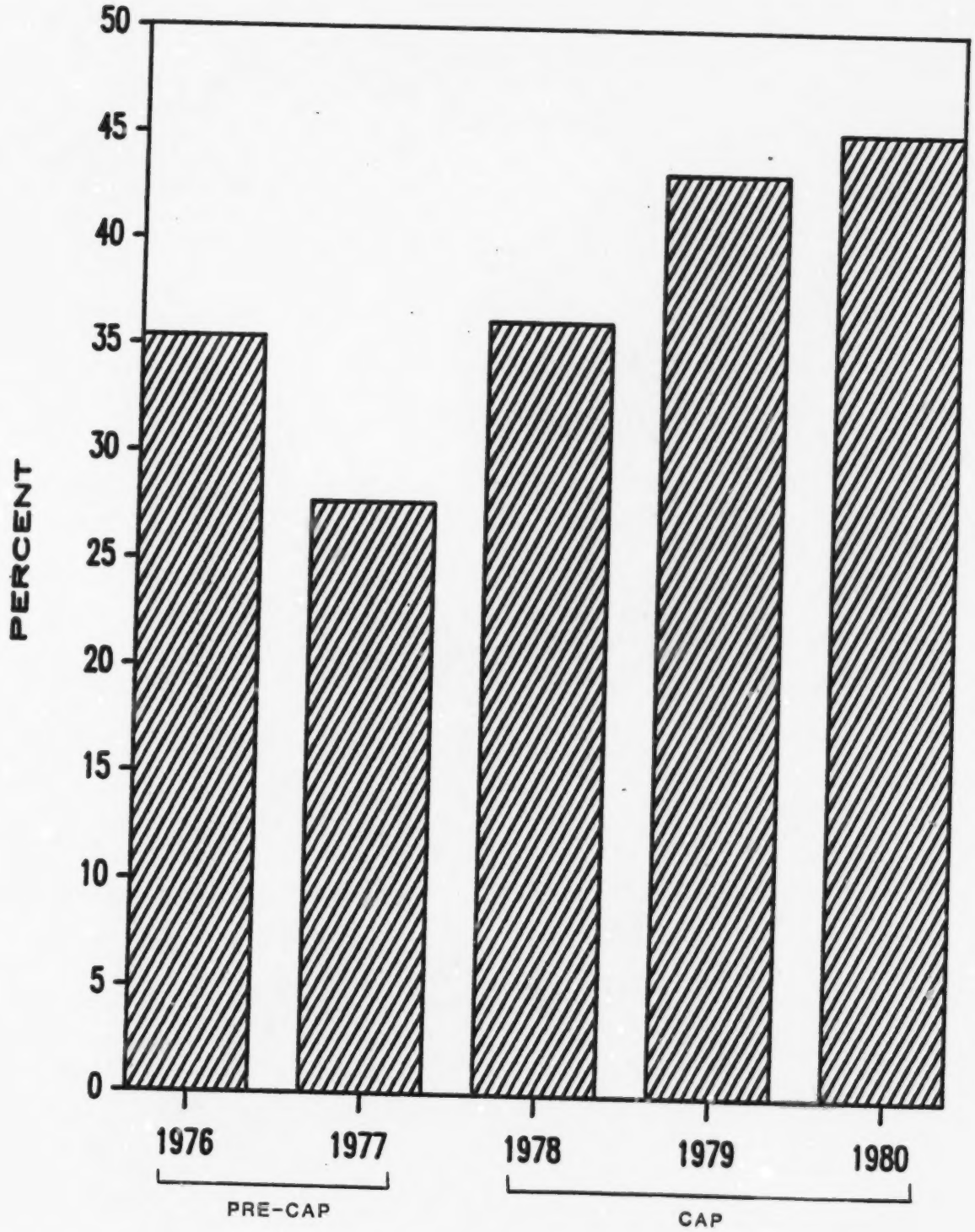


Figure 3 RECEIVED FINANCIAL AID/SCHOLARSHIPS

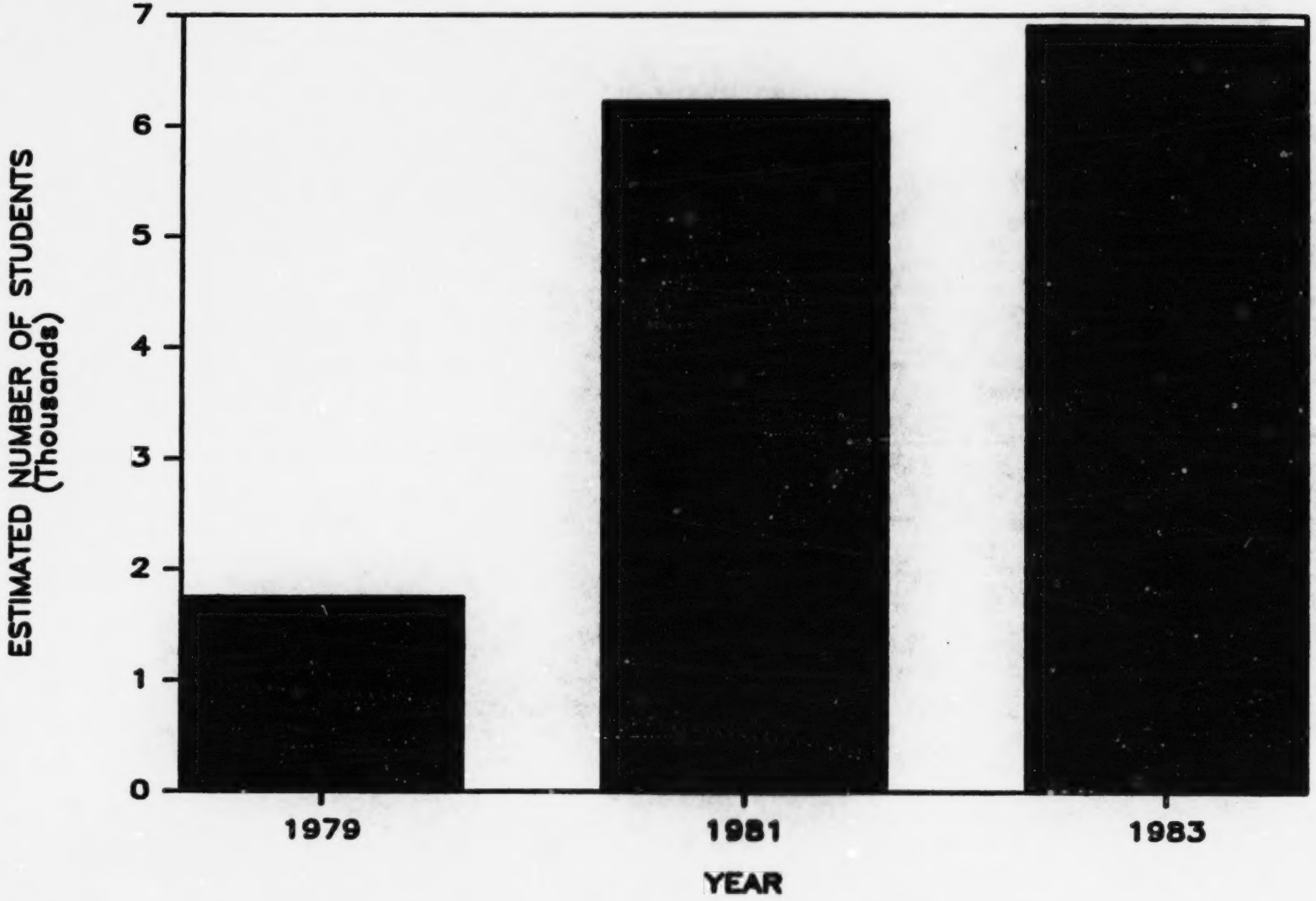


Figure 4 STUDENTS RECEIVING FINANCIAL AID/SCHOLARSHIPS

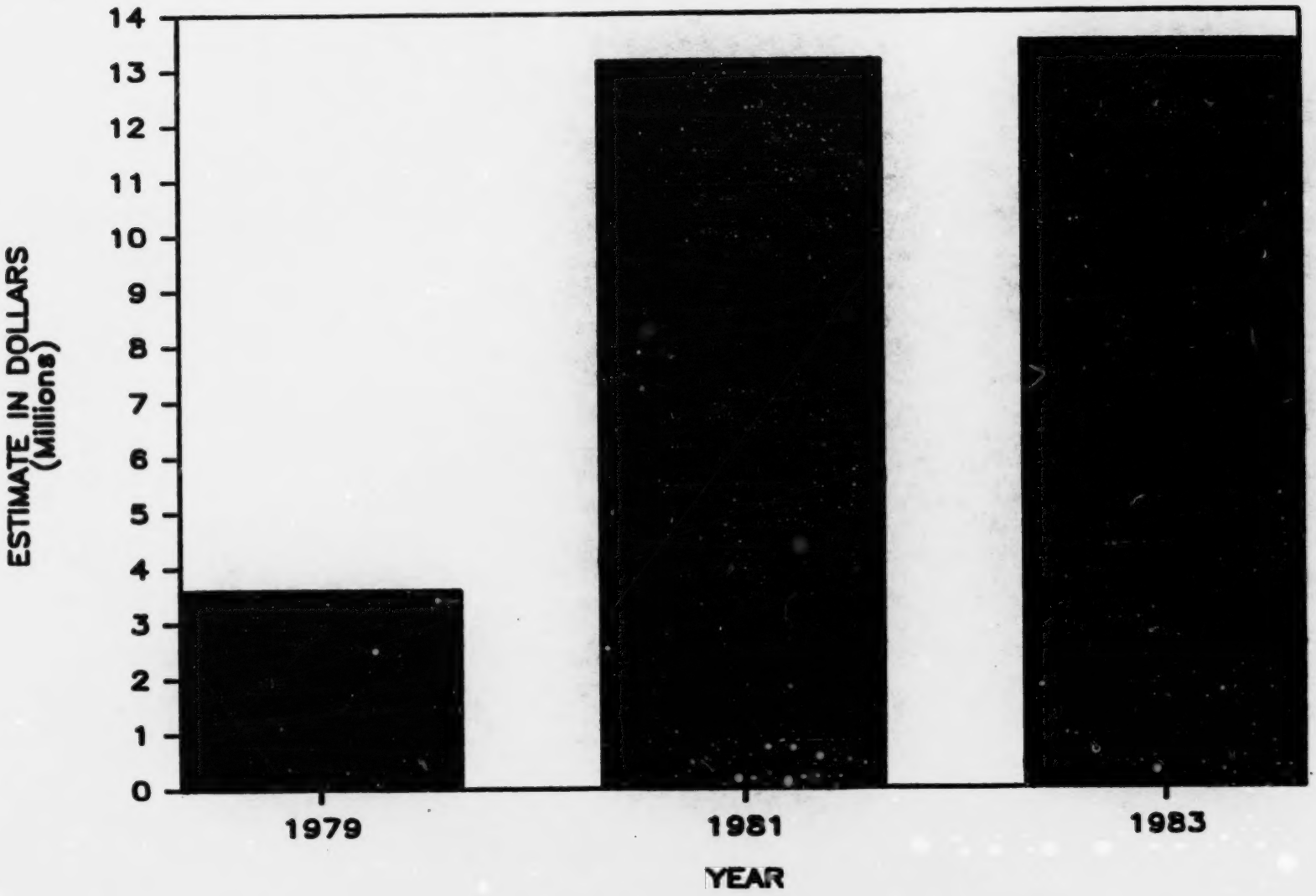


Figure 5 AMOUNT OF FINANCIAL AID/SCHOLARSHIP MONEY RECEIVED

In summary, there appeared to be an increase in the number of students receiving scholarships and financial aid beginning with the first year of CAP and showing continuing growth over the subsequent years.

CAP's Impact on the Number of Students Attaining Post-Secondary Education

The Placement and Follow-up Reports provided information on the post-secondary education of students from the classes of 1975 through 1980. There was a trend toward an increasing number of students continuing with their education prior to the implementation of CAP and continuing through the first three years of the program. Three years after the program began, there was a six percent increase over the year just before the program started. More specifically, this growth was noted in university or four year college, junior college, and adult-vocational school attendance, with the greatest increase in the university or four year college category (see Figure 6). In terms of full-time student status, the three years prior to CAP showed some fluctuation, with an average of 38.9% of those surveyed indicating that they were full-time students. There was a slight decrease for the first year of the program with significant gains after that. The average for the first three years was 46.2%, with 1980 reaching a level of 50.5% reporting full-time attendance (see Figure 7).

In summary, over the years there has been a trend towards increasing percentages of students attaining post-secondary education. This growth seemed to be slightly more pronounced since CAP began. More noticeable was the increased percentages of full-time students, this growth trend beginning the year CAP was implemented.

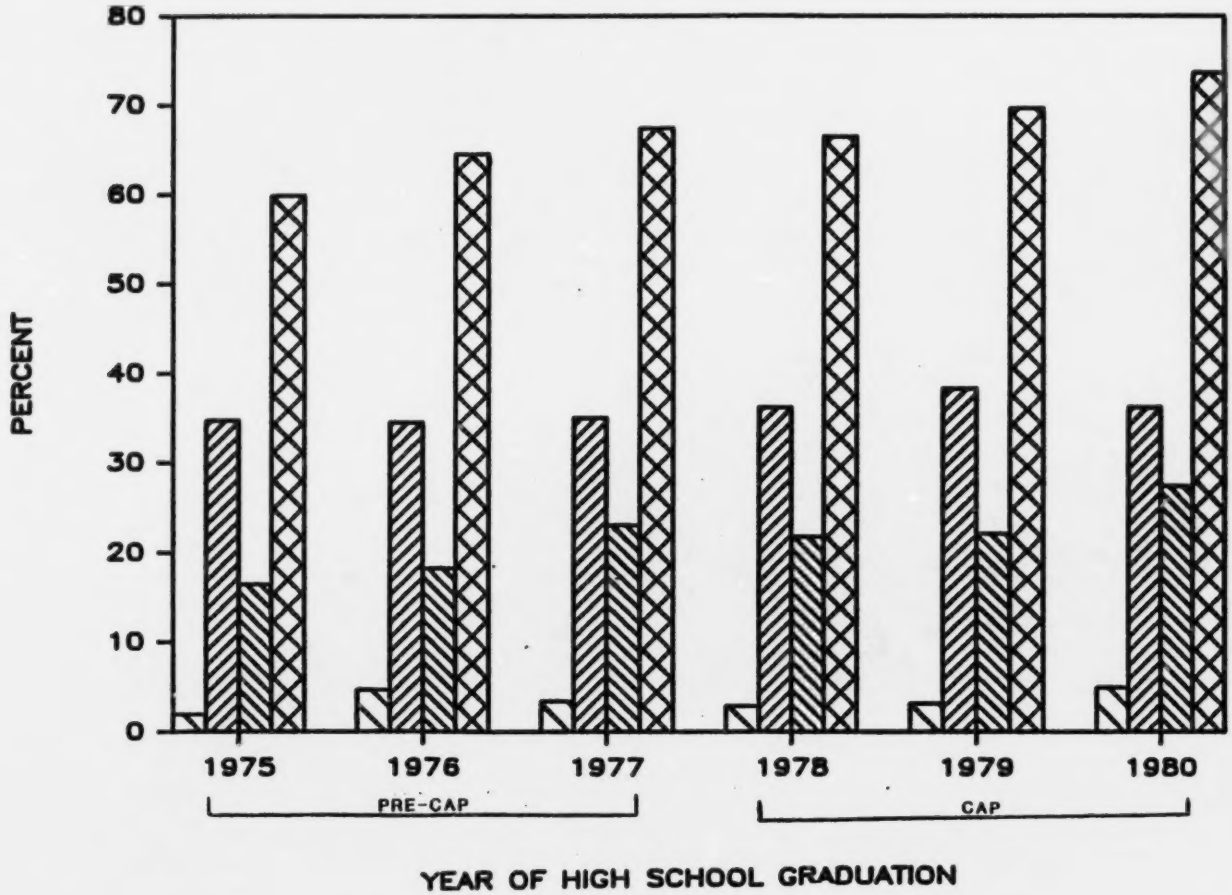
CAP's Impact on the Availability of Individual Assistance in College Planning

CAP has an objective of having the advisors meet individually with every senior at least once. However, advisors at some schools reported being unable to meet this goal. Students interviewed reported that their advisor would see them any time they came to the office. They commented that, in most cases, their advisor would spend more individual time with them than would their counselor. Getting to the office when the advisor was in was difficult for some students. Some of them remarked that the only time they had available was during their lunch hour, and their advisor was at lunch at that time. Others stated that they did not want to miss class time. After school was another time some students said they would like to meet with their advisor, but their advisor was usually not available.

Overall, it seemed that individual assistance was available to all students who sought it out. No student reported having difficulty getting an appointment with an advisor if the advisor was in during the hours and if the student had the time. Students who might have been missing the individual help were those who did not take the initiative to seek out the service and/or those who found it difficult to miss class time.

Figure 6

POST—SECONDARY EDUCATION



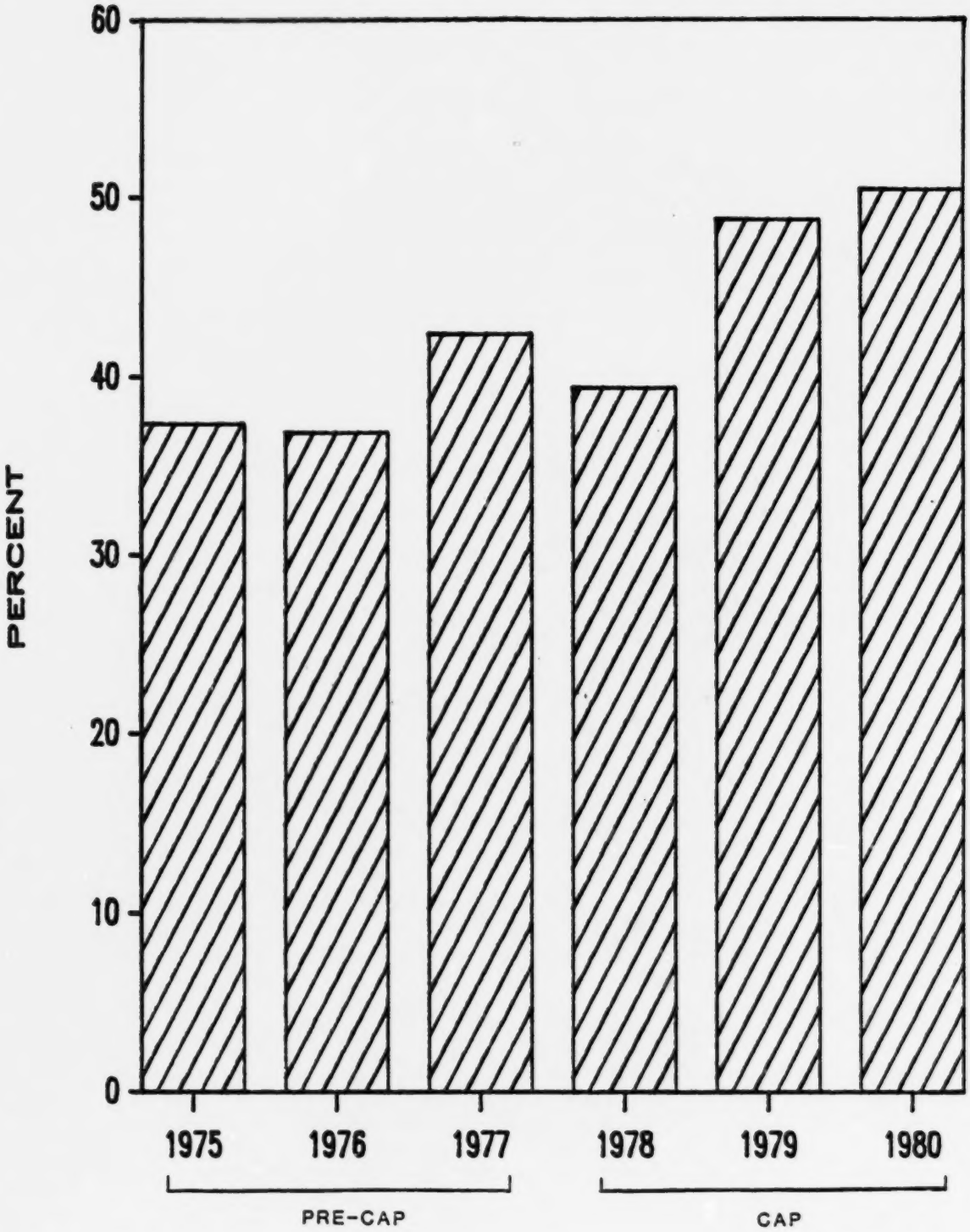


Figure 7 PERCENT IN SCHOOL FULL-TIME

CAP, Inc.'s Distribution of Scholarship Money

Records provided by the College Admissions Services Office indicated that the scholarship money raised by CAP, Inc. has been awarded to students with financial need whose other sources of financial aid provided inadequate funding. Interviews with CAP advisors, indicated that there were some inconsistencies in the criteria that were applied in determining which students were suggested for consideration for the awards. Most advisors interviewed (75%) only recommended needy students with the highest grade point averages who had plans to attend a 4 year college or university. The others also included students seeking a junior college education. It did not seem to be the intent of CAP, Inc. to deny scholarship funds to junior college students; yet, in most cases, they appeared to be excluded from even initial consideration.

In summary, CAP, Inc. appeared to be awarding its scholarship money to appropriate students; however, it seemed that some eligible students were being systematically excluded from consideration due to the criteria applied by many advisors.

CAP, Inc. Fund-raising

The College Admissions Services Office supplied data from 1980, 1981, 1983, and 1984 on the CAP, Inc. scholarship fund. In its first year, CAP, Inc. raised $3,740 and distributed the funds to ten students. The year 1981 showed an increase of close to 150%, yielding $5,460 and awards for 13 students. There was tremendous growth from 1981 to 1983, almost 500%, for a total of $26,680. This resulted in grants for 61 students. The amount of money raised for 1984 remained essentially unchanged from the 1983 level. Thus, with the exception of the current year, the CAP, Inc. scholarship fund has demonstrated continuous growth in its fund-raising abilities and has provided some much needed financial support to students in their pursuit of post-secondary education.

Supplementary Information: Other Results from the Student Interviews

A content analysis of the student interviews yielded additional pertinent information and perceptions from the users of the services offered by CAP. The level of awareness of the existence of the program among those students interviewed appeared quite high. All but two students knew about the program, but many did not recognize it by name. A frequent comment, however, was that although the interviewee knew about the program, many of their peers did not. Awareness was similar with regard to the CAP advisor at the students' schools; that is, many recognized him/her, but not by name. In fact, some students thought that their advisor was a guidance counselor.

Twenty percent of those students interviewed stated that CAP had made a difference in their decision about continuing their education. One student remarked that before having contact with CAP, she had not realized that there was financial aid available and was not going to apply to colleges due to lack of money. Seventy-five percent of the interviewees responded that it would definitely have made a difference to them if their school did not have a CAP advisor. Of those who said it would not make a difference to them, most went on to add that although they did not need CAP, many of their peers did and it was important to have the program. The students reported that their CAP advisors had supplied them with information about financial aid, scholarships, and colleges; assisted them in filling out applications for financial aid and college admissions; and helped them choose which schools to apply to and

later, which to attend. Assistance in the areas of admissions testing and course planning was also mentioned.

Students' recommendations for program improvements were very similar to those offered by the school personnel. The most frequently identified changes were 1) having an advisor present on a full-time basis, 2) increasing the accessibility of the advisors, and 3) providing more outreach and publicity. Other suggestions included having more current information on colleges, seeing students earlier, and increasing the amount of literature and information available on scholarships, financial aid, and colleges.

In summary, most of the students interviewed were aware of CAP, though not necessarily by name. For some students, the program had been a major factor in their decision to continue their education. Most of the students stated that having the program at their school made a definite difference to them in the process of seeking post-secondary education. The main services they received from CAP were information and assistance filling out applications related to college admissions, financial aid, and scholarships; help choosing a school; assistance with admissions testing; and advice on planning courses.

DISCUSSION

During the 1982-83 school year, the thirty-five part-time CAP advisors assigned to the senior high schools held a total of 43,874 individual sessions with students for an average of 1,254 per advisor. Collectively they conducted 1,546 group sessions, 1,916 sessions with parents and 1,573 sessions with previous graduates. (See Table 3 for statistics on other years.) As these figures reflect, direct service accounts for the vast majority of the CAP advisors' time. It is not a program burdened by a tremendous amount of paperwork or administrative trivia. The predominant reaction of those who come in contact with the program-guidance personnel, administrators, and students-is not only positive, but enthusiastic. It is seen as beneficial and worthwhile. In general, the advisors are considered to be very capable and dedicated to the program.

All feelings, however, are not positive. In a very small minority of schools there appear to be territorial issues regarding the tasks assigned to the CAP advisors that were once the province of the counselors. Some counselors seem to feel that an important component of their job has been taken from them. The extent of this resentment does not appear to be very large judging from the responses to the survey and interviews. More typical of the comments received are the following. "I would not want to think of my additional work load and my diminished effectiveness without them." "Our CAP advisor has done a tremendous job and performs a very necessary service."

It is not possible to determine, for certain, CAP's impact on such variables as the number of students attaining post-secondary education, the number receiving scholarships and financial aid, and the number of students adequately informed about the major aspects of college admissions. An examination of data from the three years prior to CAP's implementation and the three years subsequent, in addition to interview data from current students, show positive trends in all areas. Some of these trends began in the years prior to CAP which indicates that other factors may be involved in these changes. Most notably, improvements have been indicated in areas related to financial aid, which is the main focus of CAP.

The one, almost universal, complaint regarding CAP, voiced by advisors, students, guidance personnel, and administrators, is that the amount of service time allotted by the program is insufficient. They recommend that the program be full-time, five days a week, with consideration made for the individual needs of specific schools. Most other suggestions and criticisms relate to this perceived lack of service time and the areas requiring additional assistance. Working more intensively with eleventh grade students and providing help earlier in the year for both these students and those in the twelfth grade were frequently mentioned by students and staff. Another need was for advisors to engage in more outreach and publicity activities as it appears that many students who could benefit from the program's services were not sufficiently aware of CAP and/or were reluctant to seek out its services on their own initiative. Many CAP advisors apparently focus much of their efforts on the academically higher level seniors. While this is helpful to many students, many others do not receive needed assistance. In addition, it seems that those least likely to have good alternative information sources are also the least likely to readily avail themselves of CAP's services, again pointing out the need for increased outreach to more diverse groups of students, such as those who function lower academically, minorities, and foreign students. There will always be some individuals who do not make use of needed services, and this CAP cannot remedy; but it seems that CAP, given the time,

TABLE 3

NUMBER OF CONFERENCES HELD BY CAP ADVISORS

YEAR	TYPE					
	Senior	Junior	Sophomore	Group	Parent	Previous Graduate
1982-83	36209	6146	1525	1546	1916	1573
1981-82	41431	6403	1423	1341	2701	1417
1980-81	43986	6445	1143	1096	2104	2155
1979-80	N/A	N/A	N/A	N/A	N/A	N/A
1978-79	21648	10809	511	470	9/2	N/A

could make a more concerted effort to reach more students. A few CAP advisors have begun to hold assemblies in the junior high schools. There is widespread sentiment that if advisors have the time, these assemblies should be held in all junior highs. Again, more time and service were mentioned in conjunction with tenth grade students. It was stressed that none of these additional activities should be at the cost of currently provided services.

There is much concern regarding the salary level of CAP advisors. Many advisors, guidance personnel, and administrators believe that the advisors are grossly underpaid for the professional level of services they deliver. Some have even described it as "insulting". There are some fears of losing competent advisors to other, better paying jobs. Requests were made for improved physical facilities. Space and privacy are perceived as inadequate in some schools. An area that warrants further investigation is that of advisor training. There were scattered complaints that advisors were not adequately informed. Several requests for more in-depth training were made by advisors who joined the program in the last two years and a few administrators. Whether this reflects a problem with a few individual advisors or a need for better training is unclear from this investigation.

Finally, data on the CAP, Inc. scholarship fund show large increases in the funds raised between its first year in 1980 and 1983. Funds for 1984 appear essentially unchanged from the 1983 level. While records indicate that these funds are being distributed to needy students, there is evidence of inconsistencies in the criteria used by CAP advisors to determine which students to recommend for these scholarships. Many of the advisors interviewed reported that they only consider students who will be attending four year schools. This results in the exclusion of students attending two year schools, which does not appear to be the intent of CAP, Inc.

In conclusion, given its limited resources, particularly in regard to manpower, CAP appears to be doing an excellent job. It meets an important student need and functions to promote education. The program's major fault is that it is not large enough to serve all students who could benefit from its services.

RECOMMENDATIONS

Based upon the findings of the study, the following recommendations are being made.

1. Increase funding to CAP to provide full-time, five days a week coverage in those schools that need extended service time.

2. Initiate a review of the classification of the CAP advisor position.

3. Increase the outreach and publicity activities of the CAP advisors to encourage wider student knowledge and use of CAP.

4. Encourage CAP advisors to begin more intensive work with students earlier in the eleventh grade.

5. Encourage CAP advisors to conduct assemblies for junior high students to increase their awareness of post-secondary education possibilities and facilitate better course planning.

6. Clarify the eligibility requirements for the CAP, Inc. scholarships with the advisors to insure an equitable distribution of funds.

7. Review current training procedures to ascertain whether they adequately inform new advisors.

8. Provide adequate office space and privacy for all CAP advisors.

APPENDIX A

DADE COUNTY PUBLIC SCHOOLS
GUIDANCE PROGRAM EVALUATION
COLLEGE ASSISTANCE PROGRAM (CAP) SURVEY

This questionnaire is designed to help you describe and rate the College Assistance Program (CAP). It lists statements about various facets of the CAP program and invites your evaluation. Please read each statement and rate it accordingly. Space is provided after each item for remarks or examples. Please try to supply one specific example of an instance or event which can give substance to your rating to help us to understand your evaluation. The last page of this questionnaire booklet has space (if needed) for further elaboration of your remarks, as well as for any additional comments you may wish to make.

The following response categories are largely used:

5	Agree
4	Tend to agree
3	Uncertain/in between
2	Tend to disagree
1	Disagree
X	Do not know/cannot say

If you do not know the answer to an item or are unable to respond for whatever the reason, mark the "X" category.

Please read each item and all of the response choices. Circle the number which represents your rating. Try to rate each item by itself and circle your ratings neatly in this booklet so that the analysts can reliably record your judgements. Your remarks or examples should be clearly written so that we can get the full benefit of your comments.

Your cooperation is appreciated.

NOTE: The goals of the CAP program are to help senior high school students who require information and assistance to learn about college, to make applications to take entrance examinations and applications to attend, to report financial need, and to make applications for scholarships, including funds from the CAP, Inc. Scholarship Fund.

Auth: MIS; Exp. Date: Dec. 31, 1983

DADE COUNTY PUBLIC SCHOOLS
SECONDARY GUIDANCE PROGRAM EVALUATION: CAP SURVEY

DO NOT WRITE IN THIS AREA

1. School name and work location:

_____ ☐☐☐☐ 1 - 4

Please circle O your responses.

2. Ethnicity:

White, Non-Hispanic	1	
Black, Non-Hispanic	2	5
Hispanic	3	
Asian or Pacific Islander	4	
American Indian or Alaskan Native	5	

3. Gender:

Male	1	
Female	2	6

4. Current Position:

Assistant Principal (Guidance)	1	
Student Services Chairperson	2	
College Assistance Program Advisor (CAP)	3	7
Counselor	4	
Other: (Please specify) _____	5	

5. Number of years in current position: _____ 8 - 9

Auth: MIS; Exp. Date: Dec. 31, 1983

Do Not Write in This Area

6. The major job activities of the CAP counselor facilitate the achievement of the program goals.

5 Agree
4 Tend to agree
3 Uncertain/in between
2 Tend to disagree
1 Disagree
X Do not know/cannot say

10

Remarks/examples: _____

_____

_____

_____

7. The CAP program should be expanded.

5 Agree
4 Tend to agree
3 Uncertain/in between
2 Tend to disagree
1 Disagree
X Do not know/cannot say

11

Remarks/examples: _____

_____

_____

_____

8. The CAP program needs NO improvement or change of any importance to meet its goals.

5 Agree
4 Tend to agree
3 Uncertain/in between
2 Tend to disagree
1 Disagree
X Do not know/cannot say

12

Remarks/examples: _____

_____

_____

_____

Auth: MIS; Exp. Date: Dec. 31, 1983

Do Not Write in This Area

9. The allocation of physical and human resources to the CAP program is sufficient to achieve the program goals.

5 Agree
4 Tend to agree
3 Uncertain/in between
2 Tend to disagree
1 Disagree
X Do not know/cannot say

13

Remarks/examples: _____

_____

_____

_____

10. The CAP program needs no additional resources (e.g., space, human resources, time, materials, funds, other assistance) to be adequately successful.

5 Agree
4 Tend to agree
3 Uncertain/in between
2 Tend to disagree
1 Disagree
X Do not know/cannot say

14

Remarks/examples: _____

_____

_____

_____

11. To what extent is the CAP program free of factors which interfere with efficiency and effectiveness?

5 Completely free
4 Quite free
3 In between
2 Experiences a few factors
1 Suffers many factors
X Do not know/cannot say

15

Remarks/examples: _____

_____

_____

_____

Do Not Write in This Area

12. How do you rate the overall effectiveness and efficiency of the CAP program?

16

5 Extremely successful
4 Very successful
3 Satisfactory
2 Needs improvement
1 Falls short of requirements
X Do not know/cannot say

Remarks/examples: _____

_____

_____

_____

Please use the space provided to elaborate your answers to the questionnaire items. You are also invited to state any other facts or information which will help us to complete our evaluation.

Your cooperation in this survey is appreciated. The information you have provided will help us to evaluate and improve our programs.

REMARKS:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

PLEASE RETURN THE QUESTIONNAIRE TO:

Dr. Larry Skurnik
Mail Code 9999, Room 800
Office of Educational Accountability

OEA: 2/1/84
ML/SKURNIK:sh
CAP/SURVEY

Auth: MIS; Exp. Date: Dec. 31, 1983

APPENDIX B

Post-Secondary Education

____ Yes ____ No

School: _____

Grade: _____

CAP Student Interview

1. Do you know about the CAP program?

2. Who is your CAP advisor?

3. Will you need financial aid to go to the college of your choice?

4. If so, are you aware of what is available?

5. Where did you receive most of your information re: college, scholarships, financial aid, and testing?

6. Have you applied for financial aid?

7. Did CAP assist you in this process? How?

8. Did you receive sufficient information from you CAP advisor?

9. Did you get information from your CAP advisor in time to plan adequately and meet deadlines?

10 What else did your CAP advisor do for you?

11. Have you encountered any difficulty getting an appointment with your CAP advisor when you needed one?

12. Do you know about the CAP, Inc. scholarships?

13. Did your parents talk to the CAP advisor?

14. Did CAP make a difference in your plans for continuing your education after high school?

15. If your school did not have a CAP advisor, do you think it would make a difference for you? (whether you went to college, which college, scholarships, financial aid)

16. How could the CAP program be improved?

The School Board of Dade County, Florida adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex.

Age Discrimination Act of 1967, as amended - prohibits discrimination on the basis of age between 40 and 70.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the handicapped.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal and Florida State Law, Chapter 77-422, which also stipulates categorical preferences for employment.

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